



UMEÅ UNIVERSITY

ReaL - Programme RESEARCH & LEADERSHIP

STEP 1- Researchers in an early stage of the research career

The leadership programme ReaL Step 1 for researchers early in their career aims to provide active targeted skills and career support to researchers at Umeå University with the aim of becoming successful researchers and scientific leaders. The programme is open to 21 participants from all faculties.

University's goal is to advance its position as an internationally leading research and educational university, which also plays a prominent role in regional development. The university's researchers should be encouraged to take risks that enable ground-breaking research moving our frontiers of knowledge. As part of this aim, Umeå University carries out targeted activities to support research careers with a focus on research leadership. The ReaL programme is one such activity aiming to encourage and actively support researchers in their careers. ReaL is carried out at three levels. The first level, Step 1, invites researchers at an early stage in their career. The second level, Step 2, aims at researchers who are already established research leaders and the third level, Step 3, targets distinguished research leaders

The ReaL programme can also be described as a "Talent Development" initiative, which is a term used to define an organisation's or business' conscious strategy to develop and maintain talent within a competitive market. A Talent Development perspective involves focusing, not only on current performances, but also on the *potential* and on the *future performance* of an employee. This involves supporting the development of necessary qualities, also offering greater responsibilities and support.

Target group

The Step 1 programme targets persons who are in an early stage of their careers in research and who seek to become successful researchers. Applicants are preferred to have experience from other research environments, such as a postdoctoral study or equivalent, preferably abroad. The applicant is currently raising his/her own funds with the ambition of securing external financial backing as well as establishing a research network or research group. You still have limited experience as a research leader and a supervisor, as well as participating in committees, foundations and research councils. You should have teaching experience. Primarily, the programme targets persons who are currently employed as), Assistant Professor/Associate Senior Lecturers (biträdande lektor), Researchers (forskare), Assistant Professor/Research Fellow (forskarassistent) or newly appointed Associate Professor/Senior Lecturers (lektor). You should have held a PhD for at least two years, and preferably for no more than six years.

Purpose and content

The overall objective of the programme is to give young researchers support in the development as a researcher, an increased competence in the role as research leader and developing communication skills. The programme aims to provide knowledge about external grant funding and recruitment, learning about project management, team development, mentoring and coaching, developing interdisciplinary contacts and national and international collaborations. You will receive information



UMEÅ UNIVERSITY

about the organization of the University and its resources for support. You will also formulate your own individual career plan where one of the goals is to help you develop your own research project.

Implementation

The Real – programme Step 1, is carried out once a year and will be offered for one group 2019, for a second group 2020 and a third group 2021. The programme is open for all researchers at the University that fit the target group description.

Application

The application is submitted to your respective Faculty. The application is carried out on a special form and must contain a concise CV and a self-evaluation. Do not forget that the Head of Department must sign the application.

Selection process

For the Real – programme, step 1, the faculty management in consultation with the heads of department makes the decision regarding who gets to take part in the programme. The selection is made based on the criteria, research competence together with leadership potential.

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Deputy Vice-Chancellor

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Matts Björklund
Programme Leader
Licensed Psychologist

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Professor



Appendix 1

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1. Research competence refers to the assessment of:

The applicant's scientific qualifications:

- Publication success (quality and quantity) since receiving a doctoral degree (publication in recent years should be especially noted) in relation to the researcher's field
- The ability to raise own research funding
- National and international collaboration
- The assessment of research merits should be understood in relation to the applicant's active research time since achieving the doctoral degree.

2. Leadership potential

When it comes to leadership potential, characteristics described in the literature regarding research leadership can be used as support for assessing and selecting candidates.

- Creative problem-solving skills¹
- Openness, curiosity²
- Communication ability³
- Ability to interact/collaborate with others⁴
- Ability to supervise doctoral students (e.g., role model)⁵
- Ability/potential to lead a group⁶
- Potential for development⁷

¹ Mumford et al. (2002). *Leading Creative People: Orchestrating Expertise and Relationships*. The Leadership Quarterly, Vol. 13, s 705-750.

² Feist, G.J. (1999). *The Influence of Personality on artistic and scientific creativity*. In Sternberg (Red.) Handbook of Creativity, (s.273-296). Cambridge: Cambridge University Press.

³ Mumford et al. (2000). *Development of leadership skills: experience and timing*. The Leadership Quarterly, Vol. 11 s. 87-114.

⁴ Hollingsworth, R & Hollingsworth, E.J. (2000). *Major Discoveries and biomedical research organizations: Perspectives on interdisciplinary, nurturing leadership, and integrated structure and cultures*. In Weingart & Stehr (ed.), *Practicing Interdisciplinarity* s 215 – 244. Toronto: University of Toronto Press.

⁵ Carlsson H., Kettis, Å & Söderholm A. (2011). *Research Quality and the Role of University Leadership*. Rapport, SUHF/Experts' Committee on Quality

⁶ Jönsson, S. & Rovio-Johansson, A. (2007). *Forskningsledarskap- en översikt*. [Research Leadership - an overview] Rapport till Stiftelsen för

Strategisk Forskning. [Report to the Swedish Foundation for Strategic Research, SSF] GRI-rapport 2007:3. [GRI-report 2007:3] Gothenburg Research Institute.

⁷ Heinze, T. et al. (2009). *Organizational and Institutional influences on creativity in scientific research*. Research Policy, 38 (4), 610-23.